

W E Parker Elementary

41 Crest Road
Edgefield, SC 29824

| | | |
|-----------------------|-----------------------|--------------|
| Grades | K-5 Elementary School | |
| Enrollment | 453 Students | |
| Principal | Diane M. Murrell | 803-637-4020 |
| Superintendent | Dr. Sharon W. Keesley | 803-275-4601 |
| Board Chair | Sallie Cooks | 803-663-6539 |

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 1 | 30 | 62 | 10 | 1 |

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2002 | Good | Below Average | N/A |
| 2003 | Good | Unsatisfactory | No |
| 2004 | Good | Below Average | Yes |
| 2005 | Average | Below Average | Yes |

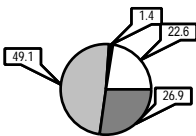
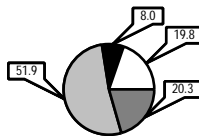
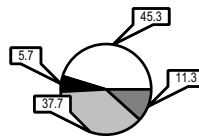
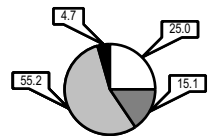
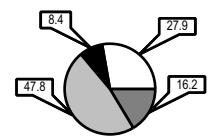
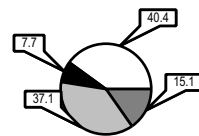
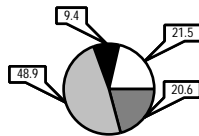
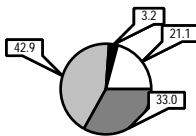
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

99.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 219 | 100.0 | 22.6 | 49.1 | 26.9 | 1.4 | 35.8 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 128 | 100.0 | 28.2 | 45.2 | 26.6 | 0.0 | 31.5 | | |
| Female | 91 | 100.0 | 14.8 | 54.5 | 27.3 | 3.4 | 42.0 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 90 | 100.0 | 17.8 | 43.3 | 36.7 | 2.2 | 46.7 | Yes | Yes |
| African American | 129 | 100.0 | 26.2 | 53.3 | 19.7 | 0.8 | 27.9 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 173 | 100.0 | 14.5 | 53.0 | 30.7 | 1.8 | 43.4 | | |
| Disabled | 46 | 100.0 | 52.2 | 34.8 | 13.0 | 0.0 | 8.7 | I/S | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 219 | 100.0 | 22.6 | 49.1 | 26.9 | 1.4 | 35.8 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 219 | 100.0 | 22.6 | 49.1 | 26.9 | 1.4 | 35.8 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 145 | 100.0 | 29.7 | 48.6 | 21.0 | 0.7 | 28.3 | Yes | Yes |
| Full-pay meals | 74 | 100.0 | 9.5 | 50.0 | 37.8 | 2.7 | 50.0 | | |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 219 | 100.0 | 19.8 | 51.9 | 20.3 | 8.0 | 48.1 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 128 | 100.0 | 16.9 | 56.5 | 19.4 | 7.3 | 50.8 | | |
| Female | 91 | 100.0 | 23.9 | 45.5 | 21.6 | 9.1 | 44.3 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 90 | 100.0 | 10.0 | 44.4 | 33.3 | 12.2 | 71.1 | Yes | Yes |
| African American | 129 | 100.0 | 27.0 | 57.4 | 10.7 | 4.9 | 31.1 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 173 | 100.0 | 15.1 | 50.6 | 24.7 | 9.6 | 54.2 | | |
| Disabled | 46 | 100.0 | 37.0 | 56.5 | 4.3 | 2.2 | 26.1 | I/S | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 219 | 100.0 | 19.8 | 51.9 | 20.3 | 8.0 | 48.1 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 219 | 100.0 | 19.8 | 51.9 | 20.3 | 8.0 | 48.1 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 145 | 100.0 | 24.6 | 56.5 | 13.8 | 5.1 | 34.8 | Yes | Yes |
| Full-pay meals | 74 | 100.0 | 10.8 | 43.2 | 32.4 | 13.5 | 73.0 | | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 219 | 100.0 | 45.3 | 37.7 | 11.3 | 5.7 | 17.0 |
| Gender | | | | | | | |
| Male | 128 | 100.0 | 43.5 | 35.5 | 14.5 | 6.5 | 21.0 |
| Female | 91 | 100.0 | 47.7 | 40.9 | 6.8 | 4.5 | 11.4 |
| Racial/Ethnic Group | | | | | | | |
| White | 90 | 100.0 | 24.4 | 44.4 | 18.9 | 12.2 | 31.1 |
| African American | 129 | 100.0 | 60.7 | 32.8 | 5.7 | 0.8 | 6.6 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 173 | 100.0 | 38.6 | 41.6 | 12.7 | 7.2 | 19.9 |
| Disabled | 46 | 100.0 | 69.6 | 23.9 | 6.5 | 0.0 | 6.5 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 219 | 100.0 | 45.3 | 37.7 | 11.3 | 5.7 | 17.0 |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 219 | 100.0 | 45.3 | 37.7 | 11.3 | 5.7 | 17.0 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 145 | 100.0 | 58.0 | 32.6 | 8.7 | 0.7 | 9.4 |
| Full-pay meals | 74 | 100.0 | 21.6 | 47.3 | 16.2 | 14.9 | 31.1 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|
| Social Studies | | | | | | | |
| All Students | 219 | 100.0 | 25.0 | 55.2 | 15.1 | 4.7 | 19.8 |
| Gender | | | | | | | |
| Male | 128 | 100.0 | 20.2 | 57.3 | 16.9 | 5.6 | 22.6 |
| Female | 91 | 100.0 | 31.8 | 52.3 | 12.5 | 3.4 | 15.9 |
| Racial/Ethnic Group | | | | | | | |
| White | 90 | 100.0 | 16.7 | 50.0 | 24.4 | 8.9 | 33.3 |
| African American | 129 | 100.0 | 31.1 | 59.0 | 8.2 | 1.6 | 9.8 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 173 | 100.0 | 24.1 | 51.2 | 18.7 | 6.0 | 24.7 |
| Disabled | 46 | 100.0 | 28.3 | 69.6 | 2.2 | 0.0 | 2.2 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 219 | 100.0 | 25.0 | 55.2 | 15.1 | 4.7 | 19.8 |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 219 | 100.0 | 25.0 | 55.2 | 15.1 | 4.7 | 19.8 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 145 | 100.0 | 32.6 | 56.5 | 10.1 | 0.7 | 10.9 |
| Full-pay meals | 74 | 100.0 | 10.8 | 52.7 | 24.3 | 12.2 | 36.5 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2004 | 3 | 67 | 100.0 | 15.4 | 38.5 | 38.5 | 7.7 | 46.2 |
| | 4 | 73 | 100.0 | 15.5 | 56.3 | 28.2 | N/A | 28.2 |
| | 5 | 74 | 100.0 | 33.3 | 59.7 | 6.9 | N/A | 6.9 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 3 | 80 | 100.0 | 23.1 | 44.9 | 29.5 | 2.6 | 32.1 |
| | 4 | 66 | 100.0 | 25.0 | 43.8 | 29.7 | 1.6 | 31.3 |
| | 5 | 73 | 100.0 | 20.0 | 58.6 | 21.4 | 0.0 | 21.4 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2004 | 3 | 67 | 100.0 | 20.0 | 56.9 | 15.4 | 7.7 | 23.1 |
| | 4 | 73 | 100.0 | 11.3 | 43.7 | 29.6 | 15.5 | 45.1 |
| | 5 | 74 | 100.0 | 30.6 | 50.0 | 16.7 | 2.8 | 19.4 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 3 | 80 | 100.0 | 29.5 | 59.0 | 11.5 | 0.0 | 11.5 |
| | 4 | 66 | 100.0 | 15.6 | 39.1 | 29.7 | 15.6 | 45.3 |
| | 5 | 73 | 100.0 | 12.9 | 55.7 | 21.4 | 10.0 | 31.4 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | 80 | 100.0 | 43.6 | 44.9 | 11.5 | 0.0 | 11.5 |
| | 4 | 66 | 100.0 | 32.8 | 35.9 | 15.6 | 15.6 | 31.3 |
| | 5 | 73 | 100.0 | 58.6 | 31.4 | 7.1 | 2.9 | 10.0 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | 80 | 100.0 | 21.8 | 57.7 | 17.9 | 2.6 | 20.5 |
| | 4 | 66 | 100.0 | 18.8 | 51.6 | 20.3 | 9.4 | 29.7 |
| | 5 | 73 | 100.0 | 34.3 | 55.7 | 7.1 | 2.9 | 10.0 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------------------|------------------------------|---|---------------------------------|
| Students (n= 453) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No change | 100.0% | 100.0% |
| Retention rate | 6.4% | Up from 4.7% | 3.7% | 3.0% |
| Attendance rate | 97.2% | Down from 97.5% | 96.1% | 96.3% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 4.1% | Up from 2.8% | 3.7% | 3.7% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 3.7% | Down from 4.2% | 3.3% | 3.2% |
| Eligible for gifted and talented | 9.4% | Down from 12.1% | 10.7% | 12.0% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 11.1% | Up from 9.8% | 8.9% | 8.2% |
| Older than usual for grade | 0.2% | Down from 0.7% | 1.1% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 38) | | | | |
| Teachers with advanced degrees | 76.3% | Up from 70.3% | 51.9% | 52.6% |
| Continuing contract teachers | 92.1% | Down from 97.3% | 84.5% | 83.3% |
| Highly qualified teachers | 91.7% | Down from 95.0% | 94.6% | 93.5% |
| Teachers with emergency or provisional certificates | 2.7% | Up from 0.0% | 0.0% | 0.0% |
| Teachers returning from previous year | 96.3% | Down from 96.4% | 87.2% | 87.0% |
| Teacher attendance rate | 91.6% | Down from 93.9% | 94.7% | 95.0% |
| Average teacher salary | \$43,332 | Up 1.8% | \$41,495 | \$41,703 |
| Prof. development days/teacher | 10.9 days | Up from 7.4 days | 13.1 days | 12.8 days |
| School | | | | |
| Principal's years at school | 15.0 | Up from 0.1 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 16.6 to 1 | N/R | 18.5 to 1 | 18.8 to 1 |
| Prime instructional time | 87.5% | Down from 91.1% | 89.1% | 89.8% |
| Dollars spent per pupil* | \$6,957 | Up 0.1% | \$6,022 | \$6,242 |
| Percent of expenditures for teacher salaries* | 66.2% | Down from 67.0% | 65.0% | 65.8% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 97.0% | Down from 97.4% | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Excellent | No change | Good | Good |
| * Prior year audited financial data are reported. | | | | |
| | Our District | | State | |
| Highly qualified teachers in low poverty schools | 93.3% | | 89.4% | |
| Highly qualified teachers in high poverty schools | 91.7% | | 90.1% | |
| | State Objective | | Met State Objective | |
| Highly qualified teachers in this school | 65.0% | | Yes | |
| Student attendance in this school | 95.3% | | Yes | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

W. E. Parker Elementary School is a place where the faculty and staff continue to work together to strive to engage students in academically challenging activities. These activities will ultimately develop individuals who are productive citizens, making a positive contribution to society. Again, this year our students performed well academically in regular classroom activities and artistically through productions in both music and art. We are committed to producing children who excel in Reading, Writing, Math, Science, and Social Studies.

We have shown gains on our PACT scores, but we realize that we must show continued improvement in order to meet our goals that we set yearly for our school and to meet adequate yearly progress with "No Child Left Behind." We would like to see more students in the ranges of Basic and above. After targeting students who could benefit from additional assistance in identified areas we were able to offer numerous programs. These programs included extended after-school enrichment which was funded by the AMERICORPS grant and a 21st Century Grant, tutoring for individual students provided by AMERICORPS workers, parent volunteers and Foster Grandparents, Compass Lab (computer instruction funded by Title I), Reading Renaissance, classroom grants to enrich curriculum, and Family Reading nights.

Our teachers and administrators work very hard to encourage community and parental involvement. We realize that in order to accomplish our educational goals, we must work together as a team to meet the needs of our children. Our teachers and administration offer numerous channels for communication and involvement. We also appreciate the hard work of our PTO and School Improvement Council. The PTO provided additional materials to teachers for classrooms. They also assisted with after-school family activities that promoted parental involvement again this year. Our PTO also provided some to the matching funds for the AMERICORPS grant.

Two years ago Parker Elementary School was selected to be a pilot school in South Carolina for Project Read. Through the combined efforts of the Parker faculty and staff, the faculty of Southern Wesleyan University, and the experts at Project Read, we have made great strides towards implementing a way of teaching reading and writing in order for no child to be left behind.

Our curriculum is aligned with the State Standards and we strive to provide numerous instructional methodologies to address the different learning styles of our student population. Even though we understand the importance of PACT scores, we place great emphasis on other assessments that are used daily throughout the year to check student progress.

Diane M. Murrell, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 41 | 69 | 56 |
| Percent satisfied with learning environment | 100.0% | 97.1% | 88.9% |
| Percent satisfied with social and physical environment | 100.0% | 97.1% | 91.1% |
| Percent satisfied with school-home relations | 92.5% | 91.2% | 80.0% |

*Only students at the highest elementary school grade level at this school and their parents were included.